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ABSTRACT

This is the twenty-ninth in a set of 36 teacher guides to the Entrepreneurship Training modules and accompanies CE 031 086. The purpose of the module is to give students some idea of what it is to like to own and operate an energy specialist service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning an Energy Specialist Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

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Entrepreneurship Training Components

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ED211803

GETTING DOWN TO BUSINESS:

Energy Specialist Service

Module 29

Teacher Guide

CE031087

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GETTING DOWN TO BUSINESS:

Energy Specialist Service

Pamela G. Colby

April 1981

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OVERVIEW

The purpose of these Getting Down to Business modules is to provide high school students in vocational classes with an introduction to the career option of small business ownership and to the management skills necessary for successful operation of a small business. Developed under contract to the Office of Vocational and Adult Education, U.S. Department of Education, the materials are designed to acquaint a variety of vocational students with entrepreneurship opportunities and to help reduce the high failure rate of small businesses.

As the students become familiar with the rewards and demands of small business ownership, they will be able to make more informed decisions regarding their own interest in this career possibility. It is hoped that, as a result of using these materials, some students will enter small business ownership more prepared for its challenges. Others will decide that entrepreneurship is not well suited to their abilities and interests, and they will pursue other career paths. Both decisions are valid. The materials will encourage students to choose what is best for them.

These Getting Down to Business modules are designed to be inserted into ongoing high school vocational programs in the seven vocational disciplines--Agriculture, Distributive Education, Occupational Home Economics, Business and Office, Trades and Industry, Technical, and Health. They will serve as a brief supplement to the technical instruction of vocational courses, which prepare students well for being competent employees but which generally do not equip them with skills related to small business ownership. The modules are self-contained and require a minimum of outside training and preparation on the part of instructors. Needed outside resources include only those types of materials available to all students, such as telephone directories, newspapers, and city maps. No special texts or reference materials are required. For further optional reading by instructors, additional references are listed at the end of the Teacher Guide. An annotated Resource Guide describing especially valuable entrepreneurship-related materials is also available.

The purpose of this module is to give students some idea of what it is like to own and operate an energy specialist service. Students will have an opportunity to make the same decisions that the owners of an energy specialist service make. While the module is not a complete "how-to" manual, the individual lessons will provide your class with the chance to do many of the planning and daily activities that small business owners do.

Today, owners of small businesses face a multitude of problems--some minor, some that threaten their very existence. These problems reflect the constant changes that our society is going through--economic, cultural, and technical. While this module cannot hope to address itself to all of them, the discussion questions at the end of each unit are designed to give your class the opportunity to discuss them and develop, on a hypothetical basis, solutions for themselves.

You may want to present this module after completing Module 1, Getting Down to Business: What's It All About? Module 1 is a 16-hour program covering a more in-depth approach to owning any small business. The terms introduced in Module 1 are used in this module with a restatement of their definitions. Also, the forms used are the same, with some minor changes to fit an energy specialist service specifically. Module 1 provides an introduction to owning a small business in addition to some skills and activities that, due to their general nature, are not covered in this module.

Content Organization

Each unit of the module contains the following:

1. Divider Page--a page listing the unit's goal and objectives

2. Case Study--an account of the owners of an energy specialist service for a more intimate view of owning a similar service

3. Text--three to four pages outlining business management principles introduced in the case study

4. Learning Activities--three separate sections, including:

   a. Individual Activities--finding information given in the text or applying information to new situations

   b. Discussion Questions--considering broad issues introduced in the text; several different points of view may be justifiable.

   c. Group Activity--taking part in a more creative and action-oriented activity; some activities may focus on values clarification.

General Notes on Use of the Module

Instructional Time:	Each unit = 1 class period; total class periods	= 9
	Introduction, quiz, summary	= 1
	Total instructional time	= 10 class periods

The case study and text are central to the program's content and are based on the instructional objectives appearing in the last section of this Guide. Learning activities are also linked to these objectives. You will probably not have time, however, to introduce all the learning activities in each unit. Instead, you will want to select those that appear most related to course objectives, are most interesting to and appropriate for your students, and are best suited to your particular classroom setting. Certain learning activities may require extra classroom time and may be used as supplementary activities if desired.

Before presenting the module to the class, you should review both the Student and Teacher Guides and formulate your own personal instructional approach. Depending upon the nature of your classroom setting and the students' abilities, you may want to present the case study and text by instructional means that do not rely on students' reading--for example through a lecture/questions-answer format. Case studies and certain learning activities may presented as skits or role-playing situations.

No particular section of the module is designated as homework, but you may wish to assign certain portions of the module to be completed out of class. You may want students to read the case study and text in preparation for discussion the next class period, or you may want them to review the material at home after the class discussion. You may also prefer that students read the material in class. Similarly, individual activities may be completed in class or for homework. Discussion questions and group activities are specially intended for classroom use, although some outside preparation by students may also be needed (for example, in the case of visiting a solar energy service and interviewing the owner).

Methods that enhance student interest in the material and that emphasize student participation should be used as much as possible. Do not seek to cover material exhaustively, but view the course as a brief introduction to entrepreneurial skills. (Assume that students will obtain more job training and business experience before launching an entrepreneurial career.)

The quiz may be used as a formal evaluation of student learning or as a self-assessment tool for students. Answers to learning activities and the quiz are provided in a later section of this guide.

SUGGESTED STEPS FOR MODULE USE

Introduction (15 minutes, or integrate within first hour of Unit 1)

I. In introducing this module, you will probably want to find out what students already know about energy specialist services. Questions to ask are:

- What is an energy specialist service? If this is a new concept for students, cite examples of solar energy services or other energy-conservation services in your area.
- What do students think are advantages of owning such a service?
- What do students think are disadvantages?
- As of right now, how many students feel they would consider owning an energy specialist service?

II. Discuss small businesses briefly. Over 90% of all businesses in the United States are small businesses. In this module we will be dealing with very small businesses, meaning a self-employed owner working alone or with one to four employees. Often small businesses are owned and run by members of a family.

III. Discuss the purposes of the module:

- to increase students' awareness of small business ownership as a career option;
- to acquaint students with the skills and personal qualities energy specialist service owners need to succeed;
- to acquaint students with the kind of work small business owners do in addition to using their vocational skills; and
- to expose students to the advantages and disadvantages of small business ownership.

IV. Emphasize that even if students think they lack management aptitudes, some abilities can be developed. If students "turn on" to the idea of small business ownership, they can work at acquiring abilities they don't have.

Also, students who work through this module will have gained valuable insights into how and why business decisions are made. Even if they later choose careers as employees, they will be better equipped to help the business succeed because of their understanding.

Unit 1 - Planning an Energy Specialist Service (1 class period)

I. Case Study: Sally and Mike O'Toole want to start an energy specialist service. The case study describes their background and initial plans for their service.

Text: Services, Customers, and Competition
Personal Qualities
How to Compete Well
Legal Requirements

II. Responses to Individual Activities

1. Have students report to you which businesses they decide would be competition for them, and why.

2. Assess response quality. Are the lists clear and complete? Can students explain the regulations?

3. Assess response quality. Are the lists clear and complete? Can students explain each requirement?

4. This is a self-assessment activity. Emphasize that students may further develop each quality if they want to.

5. Assess response quality. Do students describe how they plan to make their services "stand out" from competition?

III. Responses to Discussion Questions

1. Anyone interested in saving energy is a potential customer. The text gives examples of homes and businesses as customers. Students may suggest additional examples.

2. The O'Tooles' choices seem to be good. The text discusses the need for these services. Elicit students' reasons for or against the O'Tooles' choices.

3. The O'Tooles seem to be planning well. They feel their service is needed. They know exactly what services they will offer to customers. They know their backgrounds are appropriate. They find out about legal requirements. Elicit students' reasons for their opinions of the O'Tooles' plans.

IV. Group Activity

The purpose of this activity is to acquaint students with your state's energy conservation programs. Before the visit, you should explain the purpose of this module to the state representative. Ask that person to focus the presentation on entrepreneurial possibilities for energy specialists. After the presentation, lead a discussion of these possibilities. Ask students which possibilities they might pursue, and why.

Unit 2 - Choosing a Location (1 class period)

I. Case Study: The O'Tooles visit different locations and decide where to locate their service.

Text: Customers Nearby
Area
Space
Building
Rent

II. Responses to Individual Activities

1. Have students report their decisions. They should explain the reasons for their decisions.

2. Students' responses should include these elements for each ad they research: number of square feet of space, rent, and whether they consider the space and rent appropriate for someone starting an energy specialist service. Visiting the offices is optional.

3. Assess response quality. Are the areas described clearly and completely? Do students say why they think these are good locations for an energy specialist service?

4. Assess report quality. Do students give appropriate reasons for their decisions about the locations?

5. Have students report their interview results. Ask if the interview results will affect how they pick locations and--if so--how and why.

III. Responses to Discussion Questions

1. The O'Tooles' location seems to be a good one. It is near potential customers, and many people pass it daily. There is enough space, the area is attractive, the building is in good condition, and they can afford the rent.

2. A shopping center in a more central location probably would be a good location, since many shoppers would see the office.

3. The location can help make a good impression on customers. Customers who visit your office will see it as part of its general surroundings. An attractive, clean, professional-looking location will make a good impression. An unattractive, dirty, run-down location will make a bad impression.

IV. Group Activity

The purpose of this activity is to give students the opportunity to evaluate possible locations for energy specialist

services. In doing so, they will be applying what they learned in this unit.

First, student groups visit different locations to evaluate their suitability. Then the groups report to each other. Make sure each group describes the location it evaluated, its decision on the location's suitability, and its reasons for that decision. Lead a summary discussion after all groups have reported. Focus the discussion on factors to consider in choosing a location.

Unit 3 - Getting Money to Start (1 class period)

I. Case Study: The O'Tooles apply for a bank loan to help start their service. They learn what information the bank requires.

Text: Business Description
Statement of Financial Need
Meeting with the Loan Officer

II. Responses to Individual Activities

1. Loan money needed is $4,800. Students should show these amounts on the statement:

TOTAL STARTING EXPENSES	13,800
TOTAL MONEY ON HAND	9,000
TOTAL MONEY NEEDED	4,800

2. Complete responses should include:

a) Names of banks students called
b) Each bank's loan application requirements
c) Description of similarities and differences in requirements

3. Complete reports should include, for each contractor called:

a) What types of equipment and supplies the contractor uses
b) Start-up costs for the equipment and supplies

4. Complete reports should include:

a) Starting advertising costs for each company called
b) Advertising methods used

5. The business description should include information about these five things:

1) Kind of business
2) Location

3) Competition
4) Customers
5) Plans for success

Also assess the organization and clarity of the business description.

III. Responses to Discussion Questions

1. The O'Tooles' business description is organized and clear. It is organized by the five required types of information. The information presented is clear and to the point. Elicit students' reasons for their opinions.

2. The O'Tooles' statement of financial need was designed to be complete. However, students may suggest additional start-up costs. Some of the things they suggest may already be included but just not shown in detail on the statement. For example, rent is in the "Building and Property" category.

3. Given the facts presented, most students will probably agree to give the O'Tooles the loan. Their business description and statement of financial need are clear and complete. They also impress the loan officer in other ways discussed in the text. All of these things make them seem like a good business risk. Elicit students' reasons for their opinions.

IV. Group Activity

The purpose of this activity is to give students the opportunity to learn the loan application requirements of real-life lending institutions. For comparison purposes, it is ideal to invite people from a variety of institutions.

After the loan officers leave, discuss differences and similarities among their requirements. Relate their requirements to points covered in the text. Point out to students that, if they plan their services carefully, they will be able to provide all the required information.

Unit 4 - Being in Charge (1 class period)

I. Case Study: The O'Tooles decide how to divide the work. They advertise for solar installers and hire one.

Text: Hiring
Matching People and Tasks
Training

II. Responses to Individual Activities

1. Complete responses should include:

   a) The number of employees needed
   b) What their duties will be
   c) Their required background and personal qualities

2 & 3. Assess ad clarity and completeness. Does each clearly state the kind of background and personal qualities applicants need?

4 & 5. For each company called, complete reports should include:

   a) Employees' duties
   b) Employees' training

   If students call more than one company, they should report on similarities and differences in employee duties and training.

6. Complete reports should include:

   a) Solar apprenticeship entrance requirements
   b) Program contents and length

III. Responses to Discussion Questions

1. The O'Tooles' ad does a good job of describing the employees they need. It describes the background they want. People reading the ads can tell at once if they are qualified to apply for the job.

2. Given the information in the case study, they made a good decision to hire Marcus. He has the background qualities they want. As the text points out, he has potential for additional responsibility.

3. The text discusses types of training appropriate for staff of an energy specialist service. Students may suggest other training not covered in the text.

IV. Group Activity

The purpose of this activity is to give students the opportunity to practice the type of interview they will conduct when they are actually hiring employees. Each student should get the chance to role play the owner at least once.

Lead the class in preparing the lists described in the activity to help them in their role plays. Circulate among them as they do the role plays.

Lead a wrap-up discussion when all groups have finished. In the discussion, ask students if they think they could now conduct real-life interviews. If not, why not? If they want more practice, plan time for it.

Unit 5 - Organizing the Work (1 class period)

I. Case Study: The O'Tooles discuss the next day's work schedule.

Text: Keeping Track of the Work
Scheduling the Work

II. Responses to Individual Activities

1 - 3. Reports should describe the procedures used by the companies students contact. If they contact more than one company, they should also describe similarities and differences in procedures.

4 & 5. Assess quality of the forms. Do they provide for the information needed? Do they seem suitable for real-life use? If you have questions about any items, discuss them with the students. Ask their reasons for including any items you question. Point out any additional items you think should be included, and why.

III. Responses to Discussion Questions

1. The text points out that keeping track of requests will help you schedule staff assignments and respond to customer requests promptly. The text also lists basic information to record for each request.

2. The O'Tooles' form seems helpful. They can use it for different types of work. It gives basic information they need for organizing and keeping track of the work. Students may have suggestions for changing it. Ask their reasons for changes they suggest. If their changes are intended to make the form more suitable for use in their own service, that's great!

3. Based on the case study and text, students will probably agree that they will be busy as an energy specialist service owner. The text lists many responsibilities of an owner. Students' feelings about these responsibilities may vary.

IV. Group Activity

The purpose of this activity is to help students appreciate how many responsibilities they will have as owners of energy specialist services. There are no "right" answers for the amount of time required, but you may need to guide students to reasonable estimates.

Suggested column placements for the responsibilities listed in the text are as follows:

Every Day	Not Every Day
Organizing the work	Hiring staff
Supervising staff	Training staff
Keeping records of work	Handling staff problems
Talking with clients	Dealing with emergencies
Solving routine problems	Planning for the future

Wrap up this activity by stressing that as owners they will have many responsibilities and work many hours running their service.

Unit 6 - Setting Prices (1 class period)

I. Case Study: The O'Tooles discuss what they thought about when they set prices.

Text: Costs for Materials
Demand for Services
Competition
Operating Expenses
Profit

II. Responses to Individual Activities

1. Complete reports should include prices charged by each company called, a comparison of prices, and the things the companies considered when setting prices.

2. Complete reports should list the topics covered in the cost estimate manuals.

3. Since Al has competition that is already established in the area, he probably won't charge more than the competition. To give his service a competitive edge, he may decide to charge less. Or he may decide to charge exactly the same but try to convince customers that his service is better. Students should give reasons for their decisions.

4. Responses may vary. The O'Tooles should probably examine their operating expenses to see if there are any ways to cut costs. They probably should charge extra for the scanner service, since it's optional. Students should give reasons for their decisions.

5. Responses may vary. Since you are just starting your service, the lower price may give you an edge over the competition.

III. Responses to Discussion Questions

1. It seems like a good decision, since many aspects of their work are similar to construction trades. They may get competition from those trades.

2. Responses may vary, although the O'Tooles will probably not set their prices higher. Because there is competition, they will probably set their prices about the same or lower.

3. Responses may vary. High operating expenses will probably include salaries and insurance. Low expenses will probably include professional services. Elicit students' reasons for their responses.

IV. Group Activity

The purpose of this activity is to give students the opportunity to apply their learning. The activity requires them to evaluate how the factors they have studied will influence Paul's price-setting decisions.

The responses may vary. This is fine, as long as students give reasons for their decisions. If necessary, guide students to glean this information from the case study:

1) The cost of supplies and workers. Paul plans to pay his staff well, and supply costs are rising.

2) Demand for services. There is high demand for solar services in Paul's area.

3) Competition. There is a lot of competition. Paul plans to give excellent work guarantees.

4) Operating expenses. Paul plans to cover them before taking a salary for himself.

5) Profit. Since Paul plans to cover his operating expenses, he wants some profit. Since he may not take a salary himself, he is probably not aiming for a big profit at first.

Unit 7 - Advertising and Selling (1 class period)

I. Case Study: The O'Tooles design a printed ad for their service.

Text: Plan your Advertising
Ways to Advertise
"People" Ads
How to Design Printed Ads

II. Responses to Individual Activities

1. Complete reports should include descriptions of how the companies advertise, and why.

2. Complete reports will include the costs for two or more ways of advertising. Figuring advertising costs per month for each is optional.

3. Have students report to you or the class. Do the reports identify the ad parts? Do students state which ads they think are best, and why?

4. Responses may vary. Acceptable responses should state how students will advertise the change and why they picked the way(s) they did.

5. Assess the quality of student ads. Do they include the five parts required? Discuss with students any suggestions you have for improving the ads.

III. Responses to Discussion Questions

1. The O'Tooles' ad seems well-designed to attract customers. The illustration is eye-catching and will help people remember the service. The copy is descriptive and clear. The layout is uncluttered and easy to read. The identification gives the service's name, address, and phone number.

2. Responses may vary. The O'Tooles may decide to use any number of other ways to advertise. Elicit students' reasons for the ways they pick.

3. Responses may vary. The purpose is for students to think about factors that will influence their decisions about which ways to advertise. Elicit their reasons for the responses they give.

IV. Group Activity

Several days before you do this activity, tell students to start bringing in the printed ads. You should bring in several in case students forget.

The purpose of this activity is for students to apply what they have learned about designing printed ads. It requires them to evaluate the completeness and quality of real-life ads.

Circulate among the groups as they work. Provide assistance as needed. When all groups have finished, help them determine the order for reporting. Guide discussion about improving the ads and deciding which are best.

Unit 8 - Keeping Financial Records (1 class period)

I. Case Study: The O'Tooles work on their daily cash sheet.

Text: Customer Billing Form
Daily Cash Sheet

II. Responses to Individual Activities

1. Correct responses are shown on the form below.

DAILY CASH SHEET

Cash Receipts		Cash Payments	
Customer Payments	$ 1,245	Salaries	$ --
		Building Expenses	500
		Equipment and Furniture	150
		Supplies	--
		Advertising	200
		Other	--
TOTAL CASH RECEIPTS	$ 1,245	TOTAL CASH PAYMENTS	$ 850

2. Correct responses are shown on the form below.

ENERGY, INC.
CUSTOMER BILLING FORM

Customer: Mr. Winn

Date	Dates of Service	Amount Charged	Payment Received	Balance
7/8	7/8	$ 50	--	$ 50
7/31	7/22-25	$200	--	$250

3. Complete reports should describe the customer billing forms used and their similarities and differences to each other and to the O'Tooles'.

4. Complete reports should describe the daily cash sheets used, and their similarities and differences to each other and to the O'Tooles.

5. Assess the quality of student forms. Do they provide for information needed to keep track of customer billing or daily cash flow? Ask students to explain any items you question. Point out any additional items you consider necessary, and why.

III. Responses to Discussion Questions

1. By keeping the records themselves, they will know the details of their daily finances. That probably is important to them as their service is getting started. Students' opinions about this decision may vary. Elicit their reasoning.

2. The O'Tooles' forms look as if they will help them keep good track of finances. They provide for the information they need about customer billing and daily cash flow. Students may suggest ways to improve the forms. Elicit the reasons for their suggested improvements.

3. The purpose of this question is to help students realize that there are more financial records than those covered in this unit. Guide them to list as many others as they can. Suggestions include:

   Payroll records
   Income tax records
   Detailed breakdowns of major expense categories
   Records of which customers are behind in payments and require follow up

IV. Group Activity

The purpose of this activity is for students to apply what they have learned in this unit. It requires them to design two financial recordkeeping forms and to fill in sample information showing how to use the forms.

Guide the process of dividing into small groups. Circulate among the groups to provide assistance as needed. Make sure each group specifies its services. Answer any questions that come up as the groups design their form. Remind them to fill in sample information to show how to use their forms. Guide any discussions that arise following the group presentations.

Unit 9 - Keeping Your Service Successful (1 class period)

I. Case Study: The O'Tooles' expenses have increased while profits have decreased. They decide to make changes to try to increase their profit.

Text: Keep Track of Profits
Change Your Business to Increase Sales

II. Responses to Individual Activities

1. Students should fill in all the amounts listed in the case study. Refer to the case study for the correct amounts.

2. Net profit amounts are: Year 1 - $26,600
Year 2 - $25,500

3. Expense ratios are: Year 1 - 31%
Year 2 - 38%

4. Profit ratios are: Year 1 - 19%
Year 2 - 15%

5. Year 1 was a better one for the O'Tooles, because the profits and the profit ratio were higher.

III. Responses to Discussion Questions

1. The O'Tooles are worried because their profit ratio went down in Year 2. They're right to be worried, because they don't want profits to keep going down. If profits go down too far, they'll be out of business.

2. Based on information in the case study and text, the O'Tooles will probably:

- offer an infrared scanner service, and charge extra for it; and
- examine expenses carefully to see if they can economize.

Students may have additional suggestions.

The actions listed above will probably help increase the O'Tooles' profit. If so, they will be cutting expenses and increasing income at the same time.

3. The purpose of this question is to help students realize some of the potential risks in keeping their service successful. Some reasons why sales might decline are the following.

- Competition lures customers away (for example, with lower prices, more services, or better equipment).

- Service quality declines (for example, staff are not well trained).

- Customers want a wider range of services than you currently offer.

Suggest the above reasons to students, if necessary, to start the discussion.

IV. Group Activity

The purpose of this activity is for students to apply what they have learned about ways to increase profit. Given the facts shown for the O'Tooles' third year, their plans to increase profits might include the following:

1) expand to include an energy-conservation car maintenance service;

2) open a branch office in the other town, with Marcus as manager; or

3) find out what the new competition offers. Decide if they need to make changes in their service in order to compete successfully.

Suggest the above points to students if they have trouble getting started. Encourage them to use their imaginations and think of as many ways as possible for the O'Tooles to increase profits.

If the activity is done in small groups, circulate among them to provide assistance as needed. When all groups have finished, have them take turns reporting their plans. Lead any discussion that may arise.

Summary (30 minutes)

If desired, the Quiz may be given prior to summarizing the module and doing wrap-up activities.

Emphasize major points of the module such as:

- It takes a lot of planning to get a service off to a good start. There are many things to consider during the initial planning.

- Hiring and keeping top quality staff is a key part of running a service well.

- Financial recordkeeping is important on a day-to-day basis as well as for long-term planning.

Remind students that their participation in this module was intended as an awareness activity so they could consider entrepreneurship as a career option. Their introduction to the skills required for successful small business management has been brief. They should not feel that they are now prepared to go out, obtain a loan, and begin their own business. More training and experience are necessary. You can suggest at least these ways of obtaining that experience: one way is to work in the business area in which they would eventually want to have their own venture; another is to go to school (community colleges are starting to offer AA degress in entrepreneurship).

This would be a good time to get feedback from the students as to how they would rate their experience with the module. Could they identify with the characters portrayed in the case studies? How do they feel about the learning activities?

You may want to use a wrap-up activity. Keep it simple. One suggestion is for students to write or state if they think they would like a career as an energy specialist service owner now that they know more about it. Have them give their reasons for their responses. Students wouldn't necessarily have to submit their responses to you. They could do this activity on their own as a way of assessing their current feelings about owning an energy specialist service.

Quiz (30 minutes)

The Quiz may be used as an assessment instrument or as an optional study tool for students. If you wish to use the quiz for study purposes, duplicate and distribute the answer key to students. In this case, student achievement may be assessed by evaluating the quality of students' participation in module activities.

Quiz Answer Key

1. Any one aspect of energy specialist services covered in the text or class discussion is an acceptable answer.

2. b

3. Any two aspects of (a) new services, (b) special services, or (c) special business image covered in the text or class discussion are acceptable answers.

4. Any two of the legal requirements covered in the text or class discussion are acceptable answers.

5. Any three location questions covered in the text or class discussion are acceptable answers.

6. a

7. Any three elements of a business description covered in the text or class discussion are acceptable answers.

8. $5,000

9. a. I
   b. A

10. a

11. Any one kind of training covered in the text or class discussion is an acceptable answer.

12. b

13. b

14. Any two price influences covered in the text or class discussion are acceptable answers.

15. Any two ways to advertise covered in the text or class discussion are acceptable answers.

16. a

17. a, c

18. b

19. a) Profit ratio = 10%
    b) Expense ratio = 50%

20. Any two ways to increase profits covered in the text or class discussion are acceptable answers.

21. Any one aspect of (a) reducing expenses, (b) increasing sales, or other alternatives emerging from class discussion is an acceptable answer.

SUGGESTED READINGS

General Entrepreneurship References

Holt, N., Shuchat, J., & Regal, M. L. Small business management and ownership. Belmont, MA: CRC Education and Human Development, Inc., 1979.

Jeanneau, J. A. Small business management: Instructor's manual (4 vols.). Prince Albert, Saskatchewan: Department of Manpower & Immigration, Training Research and Development Station, 1973.

National Business Education Association. Business ownership curriculum project for the prevocational and exploratory level (grades 7-9): Final report. Reston, VA: Author, 1974.

Nelson, R. E., Leach, J. A., & Scanlan, T. J. Owning and operating a small business: Strategies for teaching small business ownership and management. Urbana, IL: University of Illinois, Department of Vocational/Technical Education, Division of Business Education, 1976.

Rowe, K. L., & Hutt, R. W. Preparing for entrepreneurship. Tempe, AZ: Arizona State University, College of Business Administration, 1979.

Energy Specialist Service Resources

Contact the following organizations for more information:

1. The National Solar Heating and Cooling Information Center
   P.O. Box 1607
   Rockville, MD 20850

2. Solar Energy Industries Association
   1001 Connecticut Ave., N.W.
   Washington, D.C. 20005

3. Solar Energy Institute of America
   P.O. Box 9352
   Washington, D.C. 20005

4. The Institute for Local Self-Reliance
   1717 18th Street, N.W.
   Washington, D.C. 20009

   One of the Institute's booklets is entitled, "Starting Your Own Energy Business."

GOALS AND OBJECTIVES

Goal 1: To help you plan your energy specialist service.

Objective 1: Describe the services, customers, and competition of an energy specialist service.

Objective 2: List three personal qualities an energy specialist service owner might have.

Objective 3: List two ways to help your service "stand out" from its competition.

Objective 4: List two special legal requirements for running an energy specialist service.

Goal 2: To help you choose a location for your service.

Objective 1: List three things to think about in deciding where to locate your service.

Objective 2: Pick the best location for an energy specialist service from three choices.

Goal 3: To help you plan how to get money to start your energy specialist service.

Objective 1: Write a business description for your service.

Objective 2: Fill out a form showing how much money you need to borrow to start your service.

Goal 4: To help you plan how to hire and train employees and divide the work of your energy specialist service.

Objective 1: Decide how to divide the work of your service among several employees.

Objective 2: Pick the best person for a specific job in your service.

Objective 3: Describe one kind of training you might give your employees.

Goal 5: To help you organize the work of your energy specialist service.

Objective 1: On a work order form, list what needs to be done for one of your customers.

Objective 2: Write a work schedule for yourself or an employee.

Goal 6: To help you decide how to set prices for your energy specialist services.

Objective 1: Pick the best price for one of your services.

Goal 7: To help you learn ways to sell and advertise your energy specialist services.

Objective 1: Pick one way to advertise your service.

Objective 2: Design a printed ad for your service.

Goal 8: To help you learn how to keep financial records for your energy specialist service.

Objective 1: Fill out a customer billing form for services you do for a customer.

Objective 2: Fill out a daily cash sheet for money you receive and pay out in one day.

Goal 9: To help you learn how to stay successful.

Objective 1: Figure out the net profit (before taxes), profit ratio, and expense ratio for an energy specialist service.

Objective 2: State one way to increase profits.

Objective 3: State one way to change your service to increase sales.

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